

2024-2025

Lower School

GRADE 4

CURRICULUM

Bayview Glen

INDEPENDENT : SCHOOL

Even at the youngest ages, children already think independently.

They ask amazing questions. They explore and experiment. They naturally seek to help others. Bayview Glen's vigorous, inquiry-based programme cultivates children's inquisitive, empathetic, independent minds while consciously shaping them as profoundly engaged international citizens.

independent : school

Bayview Glen offers a truly transformative educational experience.

As a co-educational independent school, we intentionally create a welcoming, vibrantly diverse community, guided by inspiring teachers and fueled by a forward-thinking curriculum. No wonder our graduates go on to change the world.

bayviewglen.ca



The overall philosophy of our programme is to learn and grow together in an enriching environment. The purpose of our programme is to foster competence in all aspects of life. The curriculum provides opportunities for total development of each child's physical, emotional, social, creative and cognitive self.

A child learns a step at a time and the curriculum plan reflects this philosophy as it is age-appropriate and geared to the needs of the individual child. There is an atmosphere of acceptance and approval, so that each child feels confident to present him/herself. This enables the child to express their true feelings and to enhance self-awareness. A day at Bayview Glen is filled with new experiences, and opportunities are provided for both challenge and success.

Expectations

To meet our goals and fulfill our responsibilities, Bayview Glen will:

- » actively realize its mission
- » provide a safe and caring learning environment
- » maintain close communication about the school in general
- » promote involvement
- » provide consistent values and thoughtful consequences
- » maintain an open door policy for you to share your concerns

Parental support and participation are critical to communication and we count on each parent to:

- » support our mission
- » provide a positive study environment
- » communicate with us about their child
- » attend school meetings and events
- » be involved
- » support our values and policies
- » obtain information and facts from the appropriate source

Academic Programme

The Lower School offers a diversified curricular programme that challenges students where they need to be met.

Through the expectation of academic excellence, in a nurturing environment, students are empowered to challenge themselves, to take initiative and to discover their own tremendously creative selves.

Through core and enrichment curriculum, physical activities, musical and artistic opportunities and a wide range of co-curricular clubs, children develop confidence, motivation and skill to pursue their interests and develop to their full potential.

The main goals of our academic programme are to:

- » instill a love of learning
- » make learning meaningful
- » offer opportunities to make global connections
- » develop critical thinking through problem solving
- » enable students to be co-operative, confident and collaborative
- » enable students to make choices and to instill independence
- » develop habits and attitudes that promote and maintain physical health and well-being
- » instill respect for the environment
- » learn to respect, accept and appreciate cultural, racial, religious and physical differences
- » develop community awareness through a variety of day trips and guest speakers
- » give students the skills necessary to succeed so that learning is a rewarding experience
- » demonstrate confidence in the student's ability and multiple intelligences
- » foster flexible and motivated learners in a secure and supportive learning environment
- » foster responsible and co-operative decision-makers
- » prepare students for the routines and expectations of the Prep School academic programme, thus providing an easy transition

Academic and Behavioural Expectations

As a member of the Bayview Glen community, every student is expected to:

- » arrive at school and class on time
- » come to class prepared
- » complete all assignments and submit them on time
- » wear the uniform properly during school hours
- » remain in class for the entire period, unless involved in a school sponsored activity
- » provide a note from parents explaining any and all absence or lateness
- » demonstrate respect for themselves and others
- » be responsible for their own actions
- » be involved with school activities

Assessment and Evaluation

Assessment and evaluation takes place throughout each course on an ongoing basis. Students receive regular feedback on each assessment and have many and varied opportunities throughout the course to achieve mastery. There are three formal report cards. The first term report card is issued in December, the mid-term report card is issued in March and the third term report card is issued in June.

The expectations for each course are organized into four categories of knowledge and skills. The categories help teachers to focus on the acquisition of knowledge, as well as on the development of thinking, communication and application skills. The four categories are: Knowledge – subject specific content acquired in each course, Thinking – critical and creative thinking processes, Communication – conveying meaning through various forms, and Application – use of knowledge to make connections within and between contexts.

The report card reflects a student's achievement level in the curriculum expectations in all subjects. The Achievement levels correlate to a description found within the report card. Students are assessed and evaluated continuously throughout the term. These assessments include unit tests, quizzes, presentations, projects, class work, observations and oral communication of understanding.

The development of learning skills and work habits is also an integral part of the student's learning. Students are provided with learning opportunities in order to encourage development.

The six learning skills are Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Teachers evaluate the learning skills and work habits using the following scale: E (Excellent), VG (Very Good), G (Good), S (Satisfactory), N (Needs Improvement). Specific targets are set throughout the year to support improvement.

Problem-Based Learning

At Bayview Glen, we believe that inquiry and problem-solving are among the most important 21st-century skills we can teach our students. Problem-Based Learning (PBL) is a teaching and learning methodology whereby students learn new skills and knowledge and make connections to prior learning through the process of solving developmentally appropriate, authentic ill-structured problems. In contrast to more traditional approaches that involve a teacher-prescribed sequence of instruction, consolidation, and assessment, PBL uses the problem as a starting point for learning. Students become both stakeholders in the problem and agents in their own learning while the teacher acts as coach and guide, shaping the process by supporting inquiry, curating resources, challenging student thinking, and providing just-in-time delivery of essential knowledge and skills. PBL relies upon and extends inquiry and develops higher-order thinking skills by requiring students to think critically and creatively about both possible solutions to their problem and the processes for developing them. Each year in the Lower School, SK to Grade 5 students will participate in PBL learning.

Curriculum Compacting

Curriculum Compacting is a practice designed to address the needs of the individual student. It ensures that students who have mastered certain concepts in specific subject areas or units of study are receiving instruction and assignments more appropriate to their level of cognition. Students' mastery of concepts is determined by diagnostic assessments. Parents will be advised when a student demonstrates a need for Curriculum Compacting and the adaptation necessary to the regular programme.

Extra Help

In an effort to further support student learning and to address individual needs, each teacher will be offering Extra Help sessions throughout the year. These sessions will be skill specific and should a student's teacher determine they would benefit from attending a particular session, parents will be notified.

Homework

The student's homework is their responsibility and the student should be encouraged to develop independent study skills.

However, there are some activities you can do to help:

- » establish a homework routine and adhere to it as much as possible
- » practise math facts
- » make sure your child has a quiet place free of distractions
- » a calendar, timetable and dictionary should be available for easy reference
- » check assigned work recorded in the homework book
- » divide assignments into long-term assignments and daily work
- » ensure that student completes daily work first and puts it away
- » research assignments should be planned into the time frame allowed
- » follow guidelines set out by the school for time spent on homework
- » contact the homeroom teacher immediately if your child repeatedly exceeds the time guidelines for homework
- » review work for tests and reading should be done on nights when little homework is assigned
- » after all this effort, make sure completed homework is taken back to school

No new skills are assigned as homework. Your child should be able to work independently for the most part. If your child is experiencing great difficulty, please send a note to school.

Good study habits, once established, will enhance your child's learning and success through to university. Time spent now will pay dividends later.



2024-2025 Course Descriptions

COURSE INFORMATION

On the following pages, please find course descriptions for each of the courses offered. More detailed information for each of the courses can be found in the course outlines, which are available from the Head of Lower School and Preschool upon request.

Course descriptions in alphabetical order.

French

French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity.

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the work force.

In addition to strengthening students' ability to communicate, learning French develops their awareness of how language and culture interconnects, helps them appreciate and respect the diversity of Canadian and global societies, and not only challenges the mind but also it teaches understanding, encourages patience, and fosters open-mindedness.

In Grade 4, students develop communication skills through kinesthetic activities and an integrated, drama-based approach. Communication is a social act. In order to learn French, students need to see themselves as social actors communicating for real purpose. Therefore, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the center of all learning activities. At Bayview Glen, this is achieved by using The Accelerated Integrative Approach (AIM), "Histoires en Action!". The Grade 4 programme builds upon the foundation that is established in previous grades with the continued support of the Gestures Approach. Plays that provide contextualized vocabulary and "comprehensible input" continue to be used in order to provide the scaffolding students need to be able to begin "producing" – that is, speaking and writing – French in an authentic way.

Programme Goals

At Bayview Glen, students will strive to:

- » use French to communicate and interact effectively in a variety of social settings
- » learn about Canada, its two official languages, and other cultures
- » appreciate and acknowledge the interconnectedness of the global community
- » be responsible for their own learning, as they work independently and in groups
- » use effective language learning strategies
- » become lifelong learners for personal growth and for active participation as world citizens

The expectations for FSL are organized into four interconnected strands. Listening and speaking skills are the springboard to reading and writing. While the curriculum strikes a balance between these four distinct but interconnected skills, oral communication – listening and speaking – is paramount for second language acquisition.

Listening

In Grade 4 the students will:

- » listen to understand by using a range of listening expression strategies and will determine meaning in a variety of oral French texts.
- » listen to interact by identifying and using interactive strategies to suit a variety of situations
- » demonstrate intercultural understanding and awareness of information in oral French text and make connections to personal experiences.

Speaking

In Grade 4 the students will:

- » speak to communicate information and ideas orally in French and identify a range of speaking strategies such as familiar language patterns and previously learned words and phrases to clarify the meaning of oral messages, and visual clues and gestures to support and clarify meaning.
- » speak to interact for a variety of purposes and audiences, engage in brief, structured spoken interactions using familiar words, gestures and expressions.
- » develop their intercultural awareness about French speaking communities in Ontario and around the world, including aspects of their cultures and personal experiences.

Reading

In Grade 4 the students will:

- » identify a few reading comprehension strategies and use them before, during and after reading to understand texts.
- » demonstrate understanding of French texts containing visuals and familiar names, words and phrases with teacher support.
- » identify their areas of greater and lesser strength as readers and plan steps they can take to improve their reading skills.

Writing

In Grade 4 the students will:

- » identify purpose and audience with support from the teacher for French texts they plan to create
- » use the stages of the writing process - including prewriting, producing drafts, revising, editing and publishing - to develop and organize content, correct errors and present their written work effectively.
- » in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world.

Language

Bayview Glen's Language programme is based on the concept that language development is fundamental to students' intellectual, social and emotional growth, and is a key element of the curriculum.

Language is imperative in all aspects of life including comprehension, oral and written communication, and inquiry. Within the Bayview Glen Language programme, foundational knowledge and skills are taught in a systematic manner using evidence-based resources and explicit instruction to support growth in higher-order thinking. Aligned with our school mission of Whole Child: Whole Life: Whole World, the Language programme prepares students to excel beyond the walls of Bayview Glen and fosters lifelong learning. Using Universal Design for Learning and differentiated instruction, as well as a multimodal approach, skills surrounding oral language, word-level reading and spelling, vocabulary, fluency, and comprehension are developed.

As adopted from the Ontario Ministry of Education Language Curriculum release in 2023, the Bayview Glen Language programme aims to help students become successful language learners, who share the following characteristics. (<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language>)

- » they display accuracy and automaticity in foundational language skills.
- » they understand deeply as they listen, read, and view and speak, write, and represent, effectively and with confidence.
- » they make meaningful connections between themselves, the texts they encounter, and the world around them.
- » they think critically about the texts they read and create.
- » they understand that all texts have a specific point of view that must be recognized, questioned, assessed, and evaluated.
- » they acknowledge the cultural and social impact of texts and appreciate their aesthetic power.
- » they use language to interact and connect with individuals and communities, for personal growth and for active participation as global citizens.
- » they recognize that language learning is a necessary, reflective, and life-enhancing process.
- » they use cognitive strategies to learn from complex texts.
- » they are motivated and purposeful in their learning, including learning related to their goals.

Literacy Connections and Applications

- » demonstrate an understanding of how critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy are used in various language and literacy contexts
- » demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
- » apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Foundations of Language

- » apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
- » demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
- » demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Comprehension: Understanding and Responding to Texts

- » apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres
- » apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
- » apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Composition: Expressing Ideas and Creating Texts

- » plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
- » apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their and peer texts, using a variety of media, tools, and/or strategies, and reflect critically on created texts
- » select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Mathematics

Mathematics is a cohesive programme built upon logical development, hands-on experience and observation, along with arithmetic practice and formal lessons.

Students will connect, reflect and practice mathematical concepts in all strands of Mathematics including number, algebra, data, spatial sense and financial literacy. Social-emotional learning skills, as well as mathematical processes and modelling are embedded throughout each unit of study.

Students are engaged in an activity-based advanced curriculum. Activities are carefully sequenced to promote the development of concepts in each of the main strands of primary Mathematics.

Students are also engaged in the sequential practice of math facts which enables mastery at an individualized pace. Students learn math facts to automaticity in order to move into higher order thinking in math.

The advanced Mathematics programme provides students with a combination of open-ended, problem-solving opportunities, meaningful dialogue and purposeful practice that reinforces and extends new learning. This balanced instruction recognizes four key components that build mathematical literacy. They are problem solving, understanding concepts, application of procedures and communication.

Topics

Numbers to 100 000

- » count and represent numbers to 100 000
- » place value and number applications
- » compare and order numbers
- » identify, extend and create number patterns

Operations with Whole Numbers

- » addition and subtraction up to 100 000
- » multiply 2-digit numbers
- » multiplication facts up to 12x12
- » divide 3-digit numbers by 2-digit numbers
- » use operations to solve real-world problems

Fractions and Mixed Numbers

- » represent and explore the relationships between mixed numbers and fractions using concrete materials and drawings
- » compare and order mixed numbers and proper and improper fractions with like denominators using concrete materials and drawings
- » equivalent fractions
- » operations with fractions
- » relate fractions and percent

Decimals

- » relate fractions and decimals
- » equivalent decimals
- » compare, order and round decimals
- » add, subtract, multiply and divide decimals
- » decimals and percent including real-world problems involving sales tax

Ratios and Rates

- » compare using ratios and equivalent ratios
- » rate and unit rate

Length, Mass and Capacity

- » use various metric units to estimate, measure, compare and record the length, mass of objects and capacities of containers
- » unit conversions

Measurement of Rectangles, Parallelograms and Triangles

- » calculate perimeter and area of rectangles, parallelograms and triangles
- » use language effectively to describe geometric concepts, reasoning and investigations
- » classify and construct rectangles, parallelograms and triangles by properties
- » identify congruent shapes

Angles

- » measure and construct angles up to 180°

Transformational Geometry

- » effectively describe geometric concepts, reasoning, investigations and coordinate systems
- » graph using the first quadrant of the Cartesian plane
- » transformations including rotations, reflections and translations
- » use patterns to solve problems

Data and Graphs

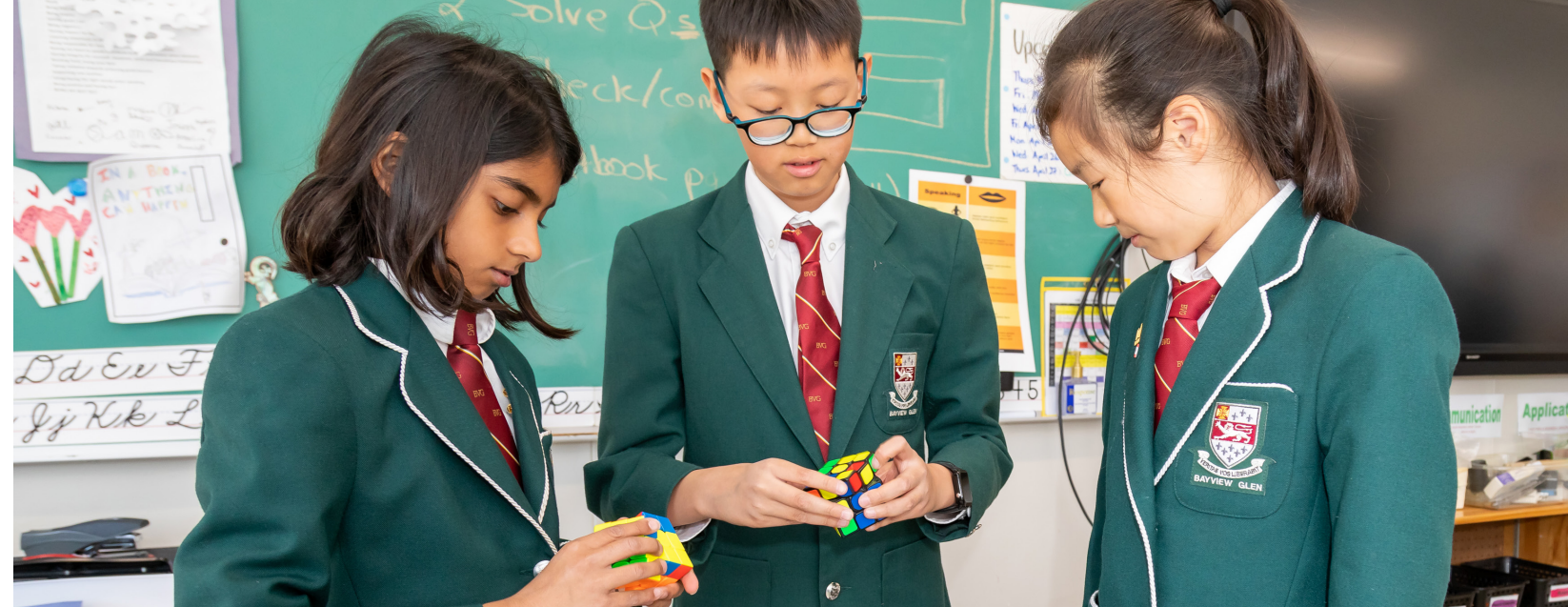
- » collect and organize data
- » predict results from data collected
- » interpret displays of data and present the information using mathematical terms
- » create various types of graphs

Probability

- » demonstrate an understanding of probability and use language appropriate to situations involving probability experiments
- » solve simple problems involving the concept of probability
- » theoretical and experimental probability of events

Patterns and Relationships

- » demonstrate an understanding of mathematical relationships in patterns using concrete materials, drawings and symbols
- » identify, extend and create number patterns and patterns in their environment
- » recognize and discuss patterning rules
- » solve algebraic equations and inequalities



Science

Science is a varied programme built upon the scientific model of learning. It involves exploring, inquiring, predicting, planning and collecting. Students will ask thought-provoking questions, communicate, evaluate, reflect and apply data.

Students are given opportunities to explore areas of STEM Skills and Connections, Life Systems, Structures and Mechanisms, Matter and Energy and Earth and Space Systems, as well as Scientific and Engineering Design Processes. Students will also investigate Health and Safety in Science and Technology, Coding, Skilled Trades, Climate Change and Food Literacy. Through the use of an inquiry approach, students will examine these topics. Students are guided to identify, gather and sort information; explore information, and collaborate with others, test ideas and share findings; relate prior knowledge, locate information, make observations and adapt to new learning. Students inquire using essential questions to make broader connections.

In Grade 4, students develop their skills further in using the scientific method of investigation. Students practice identifying problems and possible solutions, observing and drawing conclusions. Students make appropriate records of procedures, observations and conclusions. Teaching strategies include guided lessons, discussions, debates, experimentation, individual and/or group work and note taking.

Topics

HABITATS AND COMMUNITIES (LIFE SYSTEMS)

Essential Question – What Are The Effects Of Human Activities On Habitats And Communities?

- » explore the effect of human activity on animals and animal habitats
- » investigate the interdependence of plants and animals within specific habitats and communities
- » demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them

MACHINES AND THEIR MECHANISMS (STRUCTURES AND MECHANISMS)

Essential Question – What Is The Impact Of Machines and Their Mechanisms On Society And The Environment?

- » discover the significance of machines and their mechanisms on society and the environment
- » investigate ways in which mechanisms modify the speed and direction of, and the force exerted on, moving objects
- » demonstrate an understanding of the basic principles and functions of machines and their mechanisms

LIGHT AND SOUNDS (MATTER AND ENERGY)

Essential Question – How Significant Are Technological Innovations To Light And Sounds?

- » explore the impact of light and sounds related to society and the environment to light and sounds
- » investigate the characteristics and properties of light and sounds
- » demonstrate an understanding of light and sounds as forms of energy that have specific characteristics and properties

ROCKS, MINERALS AND GEOLOGICAL PROCESSES (EARTH AND SPACE SYSTEMS)

Essential Question – What Is The Importance Of Rocks And Minerals To The Environment?

- » discover the human uses of rocks and minerals
- » investigate, test, and compare the physical properties of rocks and minerals
- » demonstrate an understanding of the physical properties of rocks and minerals
- » explore how fossils are formed and what information they can reveal
- » demonstrate an understanding of First Nations, Métis and Inuit geological knowledges of different rocks and minerals and their uses

Social Studies

The goal of the Social Studies programme is to enable students to develop students' understanding of who they are, where they come from, where they belong, and how they contribute to the society in which they live.

- » Who they are: through exploration of various local, national, and global communities in which they participate
- » Where they came from: by studying past societies, analyzing connections between the past and present and exploring the contribution of past societies to Canadian heritage
- » Where they belong: by investigating various spaces -physical, social, cultural- in which they live
- » How they contribute to society: by understanding what it means to be a responsible citizen who makes positive contributions to their communities

The programme is designed to give students multiple opportunities to learn about and apply the four elements of citizenship:

Active Participation (work for the common good), Identity (self-image and culture), Attributes (traits and values), and Structures (power and systems within societies).

The Social Studies programme is inquiry based and focussed on developing the ability to formulate questions; to gather, organize, interpret, and analyze information, data and evidence from a variety of primary and secondary sources, using various tools and technologies; to extract information from and construct maps and graphs for a variety of purposes; and to formulate and communicate ideas, conclusions, and judgements.

The expectations for Social Studies are divided into two strands:

Heritage and Identity: *Early Societies, 3000 BCE-1500 CE*

- » explore topics to develop an understanding of connections between the past and present; of interactions within and between diverse communities, and the rights and responsibilities associated with citizenship
- » develop an understanding of personal, cultural, and national identities, both past and present, and of contributions to Canadian heritage

People and Environments: *Political and Physical Regions of Canada*

- » explore geographic, social, political, economic, and environmental issues in the context of local, regional, national, and global communities
- » develop an understanding of the social and environmental responsibilities of citizens and of various levels of government

Social-Emotional Learning

Our Social-Emotional Learning programme, *Second Step*®, fully supports our mission “Whole Child: Whole Life: Whole World.” Bayview Glen recognizes the significance in fostering the overall health and well-being of our students. Within the Social-Emotional Learning programme our students engage in daily hands-on, collaborative and self-reflective activities where they address concepts to nurture both their mental and intellectual well-being. Through the *Second Step*® themes our students build life-skills that are relevant for today and their futures. Students develop a greater ability to identify and understand feelings and emotions, build healthy and respectful peer relationships, persevere in times of challenge, acquire problem-solving strategies and truly develop a stronger perception of themselves.

Overall themes from the *Second Step*® Programme Kindergarten – Grade 5 include:

- » Our school as a welcoming place where every student feels like he or she belongs
- » Skills for Learning
 - » listening
 - » focussing attention
 - » using self-talk to stay on-task
 - » being assertive when asking for help with a learning task
- » Empathy
 - » identify their own and others' feelings
 - » notice and respect same and different feelings
 - » show compassion
- » Emotion Management
 - » prompting students to notice their own feelings by paying attention to clues in their bodies
 - » calming down strong emotions such as anger, disappointment, frustration and anxiety
- » Problem-Solving
 - » develop approaches to identify the problem, possible solutions, consequences and finalizing a solution
- » Friendship Skills
 - » invite others to play
 - » play in fair ways
 - » take responsibility for mistakes by making amends
 - » playground play and interactions



STEM

The Science, Technology, Engineering, and Math (STEM) programme at Bayview Glen is designed to help students become proficient users of technology and responsible digital citizens. As students progress through the programme, they will develop foundational computer skills, explore the basics of coding, and receive hands-on experience in robotics.

In Grades 3 to 5, students continue to develop the skills required to access different files and applications (offline and online), safely navigate to a variety of websites, and improve their keyboarding skills. With increasing levels of independence, students learn how computers can help them to complete tasks, conduct research, and solve problems. By the end of Grade 5, students will have explored Computer-Aided Design (CAD) software, created websites, built and programmed robots, and participated in a wide variety of coding opportunities. Continued exploration of digital citizenship during Grades 4 and 5 helps prepare students to be safe and productive members of our online community.

The STEM programme provides excellent opportunities for students to develop as 21st Century Learners. These skills include, but are not limited to:

- » Collaboration
- » Digital Literacy
- » Critical Thinking
- » Problem-Solving
- » Building Confidence
- » Exploring Creativity
- » Task Completion
- » Helping Others
- » Taking Risks

Health and Physical Education

The Physical Education programme promotes body awareness, self-confidence and helps students recognize and enjoy the value of physical fitness and good health. Through a balance of activities, students build strength, endurance, flexibility, balance and co-ordination, as well as develop creative expression, freedom of movement, problem solving skills and the ability to work as a team to reach a common goal.

Grade 4 students are offered a variety of physical activities such as soccer, lacrosse, badminton, basketball, volleyball, softball, cross country, floor hockey, track and field, gymnastics, various games and outdoor games. A health component is taught each term focussing on relevant health issues. The aim of this course is the development of skills of various physical activities, increased awareness of a variety of health issues and the promotion of long-term healthy lifestyle concepts.

Programme Goals

- » develop creativity, confidence and physical fitness through physical activities
- » develop gross and fine motor skills through a wide variety of physical activities
- » develop hand-eye co-ordination through a wide variety of physical activities
- » develop an appropriate degree of balance, strength, flexibility, agility, endurance, power, speed and effort during physical actions
- » work independently and co-operate well with others.
- » use equipment and compete safely
- » demonstrate positive sportsmanship at all times.
- » promote the spirit of fair play and team play during competitive situations
- » promote other social skills such as: following directions, decision-making, communication with others and leadership
- » understand positional and strategic play during team games

Skill Development

Basketball

- » dribbling, passing, footwork, shooting

Soccer

- » passing, footwork, shooting, dribbling, team play, rules and strategy, positioning

Volleyball

- » serving, team play, rules and strategy, basic bumps and volleys

Fitness

- » conditioning, warm-ups, cool-downs, stretching, fitness testing

Lacrosse

- » passing, catching, shooting and basic strategy

Gymnastics

- » balance, rotations, jumps, vaults, beam

Track and Field and Cross Country Running

- » warm-ups, running long jump, high jump, sprints, endurance runs, relays, hurdles, javelin, shot put, triple jump

Co-operative Games

- » dodgeball, king's court, stones

Indoor/Outdoor Games

- » broomball, flag football, rugby, European handball, ultimate frisbee, pickleball, cricket

Softball

- » throwing, catching, ground balls, fly balls, base running, hitting rules, positional play

Badminton

- » forehand, backhand, overhand, serves, smash, rules and strategy

Floor Hockey

- » stick work, goal tending, strategies, passing, shooting, team play

Skiing

- » learn to ski programme

Health Topics

Healthy Eating

- » nutrients
- » food choices - healthy eating goals
- » food choices in various settings

Personal Safety and Injury Prevention

- » safe use of technology
- » bullying and abuse
- » decision making - assessing risk

Substance Use, Addictions and Related Behaviours

- » tobacco
- » decision making about smoking and vaping
- » short and long term effects of smoking and vaping

Human Development

- » physical and emotional changes that occur in males and females during puberty
- » personal hygiene and care during and after puberty

Mental Health

- » healthy choices to support mental health
- » stress management (cognitive, behavioral)

Library

The Lower School has two libraries, the Mary Richardson Resource Centre and the Jean Hart Resource Centre. Our libraries function as an integral part of the students' academic day, integrating with the classroom curriculum while instilling a lasting appreciation for literature. Students use the library to explore different genres of reading material.

Students are taught research strategies using print and electronic resources including online encyclopaedias and databases. Information literacy skills are taught to prepare students to use digital tools in a scholarly way to retrieve, evaluate, utilise, share, collaborate, and create content in an ever changing world. Students develop these skills while carrying out curriculum work in collaboration with library resources.

Music

Music at Bayview Glen emphasizes learning through the joy of music. Our pedagogical and teaching approaches encompass globally research-based music education concepts and methodologies, catered towards our school community. Musical programming encourages the innovative nature of music instinctive to children as natural music makers. Designed around the incremental stages of child development, students engage in music through singing, movement, instruments, dramatic play, and active listening. Musical foundations are built through being and doing, with scaffolded concepts moving towards students becoming musically literate. This trajectory prepares Bayview Glen students not only for our Prep and Upper School musical offerings, but also fosters a lifelong love of music.

Bayview Glen offers a variety of musical performing opportunities throughout a child's school experience, both informally and formally, throughout our school divisions.

In the Lower School, general music classes are supplemented with choir and musical theater opportunities. All classes prepare an age appropriate Spring Festival on our atrium stage for family and friends. Complete with choreography, dialogue, and acting, these performances are a well-loved tradition.

A full choral programme is offered to students in Grades 2-5. All students in Grade 2 engage in a choral experience, with an elective Grade 3 Primary and Grades 4-5 Junior choir option. Bayview Glen choirs perform at school assemblies and participate in two annual concerts.

Visual Arts

The focus of Visual Arts is to help students extend their exploration of relationships and personal

experience in their own world. Students use a broader range of subject matter and media (tools, materials, processes, and techniques) to produce works of art. They grow more sophisticated in depicting movement, spatial relationships, and emotions.

Students use their knowledge of the elements and principles of design to solve artistic problems and analyze works of art. They generate and develop visual ideas in response to a variety of motivations, using imagination, observation, and a study of artists' works, and incorporate into their art ideas gained from sources such as independent reading.

Students explore and describe how different media influence the communication and interpretation of ideas in their own and others' work. They look beyond the surface meaning of art works and observe not only what is present but what is missing, in order to analyze and evaluate an artist's intent. They also analyze and describe how art-making processes and procedures clarify meaning and intentions in their own and others' work and observe how artists tell stories and create mood in their work. Students use their growing analytical and evaluative skills to investigate the purpose(s) and significance of objects, images, and art works in past and present cultures and to examine the contexts in which they were or are made, viewed and valued.

Overall Expectations

Creating and Presenting

- » apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

Reflecting, Responding and Analyzing

- » apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

Exploring Forms And Cultural Contexts

- » demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts

Fundamental Concepts

Students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

Elements of Design

Students will develop understanding of all elements of design.

Line

- » linear and curved hatching and cross-hatching that add a sense of depth to shape and form; gesture drawings; chenille stick sculptures of figures in action; implied lines for movement and depth

Shape and Form

- » symmetrical and asymmetrical shapes and forms in font and image; positive and negative shapes that occur in the environment; convex, concave, non-objective shapes

Space

- » shading and cast shadows that create the illusion of depth; atmospheric perspective; microscopic and telescopic views

Colour

- » complementary colours, hue, intensity

Texture

- » textures created with a variety of tools, materials, and techniques; patterning

Value

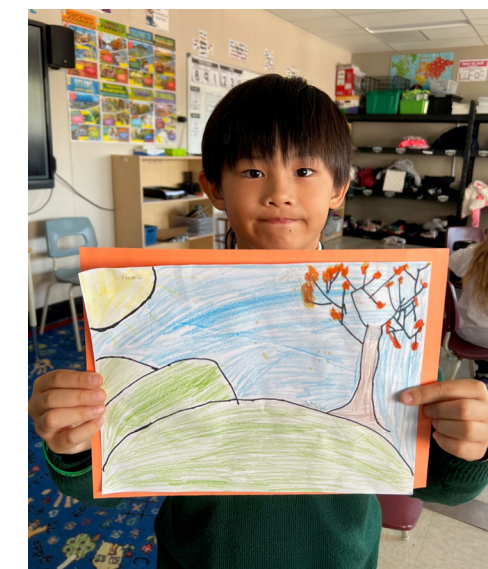
- » gradations of value to create illusion of depth, shading

Principles of Design

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 4 will be on proportion.

Proportion

- » the relationship of the size and shape of the parts of a figure to the whole figure; the scale of one object compared to its surroundings



Lower School
2024-2025

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